

WHERE ARE WE NOW?

- Kid Writing
- Guided Reading, 1-3
- Lit Circles, 4-5
- Consistent approach to reading – core skills
- Harcourt K-6, Prentice Hall 7-8
- Inconsistent writing program
- Inconsistent amount of time and instruction -- varies by teacher/class/grade level/school
- New teachers confused about how to teach writing
- Lots of writing prompts, mechanics are not there
- Easy to omit writing in favor of more reading
- Balanced Literacy – reading, writing
- Too much dabbling...leads to straying...weakens the core
- Good programs, good philosophy...losing focus
- Lousy handwriting, especially in middle school
- New approach to writing in 5th grade – graphic organizers, using multiple staff members to conference with kids
- Many teachers DO read to their students.
- Librarians and teachers are recommending good books
- School Board supports literacy by budgeting enough money for textbooks, library books
- Current intervention program used in Title 1 matches vocabulary and skills in the basal series, which is delivered primarily by the classroom teacher.

WHERE DO WE WANT TO BE?

- Concrete writing curriculum
- Consistent terminology and training with follow ups
- Keep framework flowing
- Train new people so we stay consistent
- Need a consistent focus
- Need to prioritize
- In “specials,” teachers need to know the basics so that they can support literacy across the curriculum
- A literacy program that does not make test scores the only goal
- We want proficient readers and writers so that they can be proficient on the test.
- We want kids to WANT to read...especially difficult in the middle schools
- More read-aloud
- More independent reading
- Need to share a book, share the enthusiasm, and laugh about a book
- Wikis
- Create scope and sequence for each grade level that outlines reading and writing skills to be taught at each grade level. Create a timeline for the school year that outlines how much time to spend on each skill.
- Revisit Accelerated Reading and whether to grade or not to grade
- Consider a school-wide reading/vocabulary building
- Purchase grade 2 Study Island
- A – Z Reading
- Consider PSSA-like passages for grading each week/cycle

NON-NEGOTIABLES

- Kids must like to read
- Kids must have an appreciation for writing
- All kids must have exposure to the same skills across grade levels, across the district
- Guided Reading
- Independent Reading
- Read-Alouds
- Children should write every day...not necessarily graded writing every day
- Valued Language Arts time – blocks of time without disruption
- Middle school – should it be Language Arts or should it be Reading/English?
- Common language and skills for specials/related arts to support literacy (Hierarchy of Preferences)
- Access to good literature
- Grades/Assessment
- Meeting AYP
- Students needing support get support
- Parent/community support and involvement

